

In adversity—men are tried.

8. *After each word of an emphatic phrase ; as,*
Shall we try argument? Sir, we have been trying that for the last
—ten—years.

POETICAL PAUSE.

In reading poetry, the spirit and meaning of a sentence should never be sacrificed to a mechanical adherence to pauses of structure. The slight pause at the end of each line, which renders prominent the melody, should never be so decided as to attract attention from the sense to rhythm.

There is another important pause near the middle of each line, called the *cæsura*, or *cæsural* pause. The following lines will show this pause :

Of all the causes—which conspire to blind
Man's erring judgment—and mislead the mind ;
What the weak head—with strongest bias rules,
Is pride—the never-failing vice of fools.

This *cæsural* pause should never be so placed as to injure the sense, even to promote harmony.

Sometimes where the sense requires it, *two* *cæsural* pauses are proper ; as,

Soldier, rest !—thy warfare o'er,
Sleep the sleep—that knows no breaking ;
Dream—of battle-fields—no more,
Days of danger—nights of waking.

Sometimes three *cæsural* pauses are admissible ; the first and third are slight, and are called *demi-cæsural*. The following lines afford an example :

Our bugles—sang truce—for the night cloud—had lowered,
And the sentinel stars—set their watch—in the sky ;
And thousands had sunk—on the ground—overpowered ;
The weary—to sleep—and the wounded—to die.

TO TEACHERS.

It is impossible to lay down any system of rules in themselves sufficient to make good readers. Much must depend upon the teacher, on his ability to show the application of those given, and to illustrate them by proper examples. In order to make elegant readers, it will be necessary, after the pupil has thoroughly mastered the rules, etc., of this introduction, to go back and frequently review. Under the guidance of the skilful teacher, he will find abundant illustration of these rules in the lessons that follow. We have endeavored to avoid the error, into which we conceive many modern systems of elocution fall, to put too much in books. The teacher, it would seem, is presumed to be ignorant, and the scholar so feeble-minded as to be incapable of drawing a conclusion or making an application for himself. We have proceeded upon a different supposition, and trust experience may not prove that we have been mistaken. The teacher who is prepared to discharge his responsibilities fully, will find the preceding principles and rules sufficient to accomplish the end designed.